

Title II of the Higher Education Act

Intuitional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2000-2001

Office of Postsecondary Education, U.S. Department of Education
Report Year 2: (Fall 2000, Winter, 2001, Summer 2001)

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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2000-2001 Academic Year</i>		
Institution Name	Northwest Missouri State University		
Institution Code	6488		
State	Missouri		
Number of Program Completers Submitted	230		

Number of Program Completers found, matched, and used in passing rate Calculations ¹	217				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Professional Knowledge							
Professional Knowledge	520	3			1		
Academic Content Areas							
Art: Content Knowledge	133	1			93	93	100%
Biology: Content Knowledge, Part 1	231	5			66	65	98%
Chemistry: Content Knowledge	241	1			15	14	93%
Education in the Elementary School	010	1			4		
Elem Edu: Curriculum, Instruction, and Assessment	011	112	105	94%	1615	1536	95%
English Lang., Lit. and Comp. : Content Knowledge	041	7			205	197	96%
French	170	1			9		
Mathematics: Content Knowledge	061	8			105	91	87%
MS Mathematics: Content Knowledge	069	1			22	20	91%
MS Science: Content Knowledge	439	1			22	19	86%
MS Social Studies: Content Knowledge	089	1			17	16	94%
Music Education: Content Knowledge	113	14	13	93%	100	98	98%
Physical Education	090	1			3	3	100%
Physical Education: Content Knowledge	091	28	22	79%	192	165	86%
Social Studies: Content Knowledge	081	5			272	261	96%
Other Content Areas							
Agriculture	700	8			37	36	97%
Business Education	100	6			69	69	100%
Family and Consumer Sciences	120	5			21	21	100%
Speech Communication	220	4			26	26	100%
Teaching Special Populations							
Special Education	350	3			196	196	100%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program							
Table C-2	HEA - Title II 2000-2001 Academic Year						
Institution Name	Northwest Missouri State University						
Institution Code	6488						
State	Missouri						
Number of Program Completers Submitted	230						
Number of Program Completers found, matched, and used in passing rate Calculations¹	217				Statewide		
Type of Assessment²	Number Taking	Number Passing	Institutional Pass Rate	Number Taking	Number Passing	Statewide Pass Rate	

	Assessment ³	Assessment ⁴		Assessment ³	Assessment ⁴	
Aggregate - Basic Skills						
Aggregate - Professional Knowledge	3			53	53	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	187	173	93%	3086	2929	95%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	24	23	96%	165	164	99%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	3			309	307	99%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	217	202	93%	3612	3452	96%

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-2001, including all areas of specialization.

1. Total number of students enrolled during 2000-2001: **330**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-2001? **254**

3. Please provide the numbers of supervising faculty who were:

14 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

18 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

5 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-2001: 37

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 6.9
 5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 30 hours. The total number of weeks of supervised student teaching required is 11 (Secondary and Elementary/Secondary) and 16 (Elementary/Middle School/Special Education). The total number of hours required is 330 (Secondary and Elementary/Secondary) and 480 (Elementary/Middle School/Special Education) hours.
- C Information about state approval or accreditation of teacher preparation programs:
6. Is your teacher preparation program currently approved or accredited by the state?
☒ Yes ☐ No
 7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No
- NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

The number of supervising faculty given in B3 represents education supervisors and content area supervisors. Secondary and elementary/secondary student teachers are supervised by both.

Northwest Missouri State University was founded in 1905 and is a state-assisted, four-year, regional university. Located in Maryville, the university is a master’s level institution, serving northwest Missouri through an extended electronic campus. A networked computer terminal is provided in every residence hall dormitory room. Northwest operates within a student-centered, “culture of quality” framework, which has evolved from a set of activities into a shared set of university community values—namely, exceeding student and stakeholder expectations and striving for continuous learning and improvement at all institutional levels.

The College of Education and Human Services contains the departments of Curriculum and Instruction; Educational leadership; Health, Physical Education, Recreation, and Dance; Family and Consumer Sciences; Psychology, Sociology, and Counseling; and the Horace Mann School. The disciplines of counseling, educational administration, elementary and secondary education, family and consumer sciences, physical education, recreation, psychology, and sociology are included in the College of Education and Human Services.

The Horace Mann School is a PK-6 laboratory school where students majoring in Elementary Education and related fields of preparation are offered unique hands-on teaching experience with school-age children on a daily basis. In addition, the Teacher Education Unit has formed professional development school partnerships with eleven schools across both rural and urban settings and has entered into a new partnership with the Kansas City (Missouri) School District. These PDS relationships afford our students access to clinical settings designed collaboratively to provide experiences based upon the Unit's Conceptual Framework and vision.

The admission standards for teacher education were increased in 1999 and again in 2001 in keeping with the desire to exemplify high expectations for teaching candidates. Students represented in the 1999-2000 cohort were admitted under the earlier standards.

Secondary and elementary/secondary majors are required to successfully complete a core of professional education courses during their professional semester in order to maintain eligibility to student teach. Elementary, middle school, and special education majors student teach an entire semester; secondary and elementary/secondary majors student teach for ten weeks during the latter segment of the professional semester.

Practical experiences are included in numerous observation, practica, and methods courses throughout the teacher preparation program prior to the student teaching experience.

Graduates from the Teacher Education Unit primarily originate from Missouri, Iowa and Nebraska. Ninety percent of those graduates report their employment status in the field of education. Major employers for these students included Park Hill School District (Kansas City), Liberty Public Schools, St. Joseph Public Schools, Braymer School District, the North Kansas City Schools and Grain Valley School District. Seventy percent of the graduates reporting were employed in Missouri, twelve percent in Iowa and ten percent in Nebraska. Other states represented by a one percent reporting rate include Michigan, Colorado and Florida.

A building principals' perception survey was conducted to gather employer perceptions of these beginning teachers. The study found 100% of graduates meeting or exceeding employer expectations. Fifty percent were found to exceed expectations in overall teaching skills, 60% to exceed expectations in content knowledge and 65.4% to exceed expectations in school relationships. One-hundred percent of these graduates were viewed as equal to or superior to graduates from other programs while 32% were seen as superior to those of other suppliers.

Northwest graduates have distinguished themselves in many ways. Four current or recent assistant commissioners, including the deputy commissioner, at the State Department of Education hold degrees from this institution. Four nationally certified teachers completed their highest degree at Northwest. This year's Missouri Rural Administrator of the Year and Elementary Principal of the Year both completed their administrator preparation at Northwest. Last year's Nebraska Teacher of the Year was a graduate of Northwest. The elementary reading program at Horace Mann Lab School was just named the recipient of the International Reading Association's Missouri Program of the Year. The National Award from AAHPERD (American Association for Health, Physical Education, Recreation, and Dance) for Outstanding Young Professional of the Year in the category of ethnic minority was recently awarded to a member of the Northwest faculty.

Northwest's mission directs the institution to serve the faculty development and continuing education needs of the region. In 1999, the University opened the McKemy Center for Lifelong Learning to assist school districts and other institutions with these development needs. The Center provides the Regional Professional Development Center, the Missouri Assessment Program, the Regional Technology Capacity Building Consortium (funded by a federal PT3 grant), and the Northwest Consortium providing an interactive video network. Also located in the Center are the Missouri Department of Elementary and Secondary Education STARR Teachers Program, an Education Outreach program offering faculty development and a Healthy Communities Program. The University also provides the Center for Information Technology in Education (CITE), which supports faculty as they provide on-line courses and programs.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Northwest Missouri State University is a moderately selective, learner-centered regional university offering a focused range of undergraduate and graduate programs. Historically, the University serves 19 northwest Missouri counties, emphasizing programs relating to agriculture, business and education.

In its undergraduate programs, Northwest is committed to providing students with a strong general education core preparing them for a world of constant change. The University is a national leader in applying information technology to improve learning processes and in promoting continuous quality improvement to enhance performance in all of its activities. As a leader and initiator of cooperative efforts within its region, Northwest seeks to expand and improve access to learning and to promote applied research designed to address regional and state issues.

2. Educational Philosophy

Our mission is to develop highly professional educators who are lifelong learners, reflective thinkers, and ethical leaders exemplifying the ideals of literacy, scholarship, and social justice in a diverse and ever-changing world.

Northwest's Education Unit vision is to prepare and recommend for certification highly qualified professionals to meet the challenges of diverse schools of the region, state and nation and provide faculty development for birth-2 educators and adults. The Unit will accomplish this by:

- Maintaining high expectations for those entering the profession confirmed through multiple measures of classroom performance
- Placing a growing emphasis on preparation of teachers in partnership with the Horace Mann Lab School and in collaboration with our professional development schools and a commitment to continuing collaboration with all stakeholders (parents, students, current educators and state and federal education agencies) in the preparation of the next generation of educators.
- Increasingly close collaboration with urban professional development schools, enabling our students, faculty, and curricula to be impacted by and to interact with the urban school environment.
- Exploring powerful means to emphasize character education and to elicit ethical conduct by all professionals.
- Integrating technology in a thoughtful and authentic manner.
- Preparing students to make informed curricular and instructional decisions which empower students, including those with unique learning abilities, to be responsible members of society.
- Making continuous efforts to provide necessary resources to achieve this vision.

3. Conceptual Frameworks

The Teacher Education Unit's theme is: "The teacher as facilitator of life-long learning in a world of diversity and change." The three teaching roles envisioned by the conceptual framework are: Mediator of Knowledge, Coordinator of Learning, and Promoter of Dignity, Responsibility, and Self-Worth.

Mediator of Knowledge

Knowledge is of great importance. Our students must have strong subject matter expertise. Design of programs is vitally important in this dimension as best practice and the latest thinking in the specific content are continuously considered. Students must also demonstrate that knowledge by performance so it is important that teacher education faculty model authentic teaching practices. Early work with the Conceptual Framework recognized that students must be able to utilize assessment methods that clearly demonstrate what Myron Tribus has called "know-how," rather than simply knowledge. The Mediator of Knowledge uses authentic assessment practices to ascertain if students have gained the expected knowledge and can apply that knowledge demonstrating increased performance. This role requires the student to develop a strong grounding in Missouri's Assessment Program (MAP) and to use it in accomplishing authentic teaching and assessment. This type of instruction is inherently more motivational to students. The Mediator of Knowledge must be able to communicate effectively with students and all stakeholders in the teaching/learning process. He/she must also provide students and parents with specific evaluative feedback as they labor together day by day. It is of great importance that the pre-service teacher demonstrate a sense of professional responsibility and a desire for personal growth and continuous personal improvement through professional development activities. The Mediator of Knowledge observes all policies and procedures of the school district and building and assumes responsibility outside of the classroom as they relate to the welfare of the children and the school.

Coordinator of Learning

The concept of Coordinator of Learning, underpinning our programs, argues that our students must be able to put into place best pedagogical practices. It recognizes the important and changed role of successful teachers today; that of the facilitator, who guides students to locations, processes, and experiences that result in learning and to insure that students confirm the learning by performance. It emphasizes a constructivist viewpoint and highlights the importance of being prepared and using a variety of effective teaching strategies to be successful. It incorporates the applications of technology to the teaching act and its appropriate inclusion in lesson plans. Further, the coordinator uses time appropriately and effectively and incorporates reflective practice as a consistent method of improving performance of students and their own performance, the very essence of the professional educator. The Coordinator of

Learning uses varied practices appropriate to diverse populations and cultures and can clearly differentiate and articulate such practices.

Promoter of Dignity, Responsibility, and Self-Worth

Tribus argues not only for the importance of knowledge and know-how, but also of wisdom and character. In this dimension, we seek to shape educators who respect the basic human dignity and self-worth of all students and all people. This includes respect for and, indeed, appreciation of diversity. They are individuals who develop/possess a strong character and see their role in the community as that of creating positive change. They work with students in developing a recognition of what they have been given and an appreciation for the institutions that contribute to our democratic ideals. Paralleling this is a desire to give back to their community, state, and nation. This dimension recognizes the importance of the development of professionals of character and conviction and of individuals understanding the value of honest labor. This dimension requires that the pre-service teacher organize the classroom environment to promote learning and utilize effective classroom management skills. In short, this teacher demonstrates positive interpersonal relationships with students, colleagues, parents, and school patrons. The Teacher Education Unit at Northwest has dedicated itself to this ideal through the students who experience our programs.

4. Program completers who teach in the private schools and out of state

Private Schools:	7
Out-of-State:	27